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# SCIENCE

A WEEKLY JOURNAL DEVOTED TO THE ADVANCEMENT OF SCIENCE, PUBLISHING THE  
OFFICIAL NOTICES AND PROCEEDINGS OF THE AMERICAN ASSOCIATION  
FOR THE ADVANCEMENT OF SCIENCE

FRIDAY, MAY 3, 1907

THE AMERICAN ASSOCIATION FOR THE  
ADVANCEMENT OF SCIENCE

## CONTENTS

## EDUCATION OF THE PROFESSIONAL CHEMIST<sup>1</sup>

### *The American Association for the Advance- ment of Science:—*

- The Education of the Professional Chemist:*  
PROFESSOR C. F. MABERY ..... 681  
*Section K—Physiology and Experimental  
Medicine:* PROFESSOR WILLIAM J. GIES .. 693

### *Scientific Books:—*

- The Terraces of the Maryland Coastal  
Plane:* PROFESSOR W. M. DAVIS ..... 701

### *Societies and Academies:—*

- The Texas Academy of Science:* PROFESSOR  
FREDERIC W. SIMONDS. *The Chemical So-  
ciety of Washington:* J. A. LE CLERC .... 707

### *Discussion and Correspondence:—*

- The First Species Rule as it affects Genera  
of North American Birds:* WILMER STONE.  
*Lack of Recuperative Power of Italian  
Workmen:* DR. JOSEPH Y. BERGEN ..... 708

### *Special Articles:—*

- Geology of the Sierra Almoloya with notes  
on the Tectonic History of the Mexican  
Plateau:* DR. ROBERT T. HILL ..... 710  
*The Biological Laboratory of the U. S. Bu-  
reau of Fisheries at Woods Hole:* PRO-  
FESSOR FRANCIS B. SUMNER ..... 712  
*The American Association of Museums:* DR.  
GEORGE A. DORSEY ..... 716  
*The Smithsonian Institution and the National  
Academy of Sciences and the American  
Association for the Advancement of Science* 716  
*Scientific Notes and News* ..... 717  
*University and Educational News* ..... 719

MSS. intended for publication and books, etc., intended for  
review should be sent to the Editor of SCIENCE, Garrison-on-  
Hudson, N. Y.

IN conforming to the time-honored cus-  
tom of presenting an address as retiring  
chairman of Section C, it occurred to me  
that I might not select a subject more  
worthy of thoughtful consideration than  
the education of the professional chemist.  
In view of the fundamental changes in  
conditions throughout the commercial  
world, affecting educational institutions  
by bringing forward aspects of mental  
training and practical applications that  
have no precedents in our earlier experi-  
ence, it is certainly essential that this in-  
fluence on modern progress receive crit-  
ical attention. The recent excellent papers  
expressing the views of eminent teachers  
and practical chemists on suitable require-  
ments for the training of young men in  
chemistry have ably presented the various  
aspects of this important subject. Yet I  
have thought that the last word has not  
been said concerning certain features of  
professional education, especially relating  
to the mental attitude of the student, and  
of the embryo chemist about to enter busi-  
ness life. It can not be doubted that the  
courses offered by schools of science de-  
serve all the attention they have received  
in the form of suggestions and criticisms,  
particularly from the experience of older  
graduates gained in close touch with great  
operations in the industrial world. The

<sup>1</sup> Address of the vice-president and chairman of  
Section C, New York meeting, December, 1906.